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ABSTRACT

Focusing on the problems of and recommendations for identified areas of concern in the education of Hispanics in the Southeast, this conference report has three major sections. Section I, "Conference Report," outlines the conference proceedings and presents a compilation of critical issues and recommendations concerning affirmative action, linguistically and culturally relevant program delivery, special needs, tests and research, bilingual instruction, access to Federal funds, parent and community involvement, and politics and Hispanic education. Section II, "Hispanic Educational Concerns," lists 13 issues and recommendations presented to the United States Secretary of Education. Broad major areas of concern include Hispanic representation in the Department of Education, bilingual education, effective programs for the disadvantaged, the Lau Remedies, recognition of foreign degrees, and the role of advocacy offices in the Department of Education. Section III, "Hispanic Parents and the Schools," recounts the extent to which Hispanic parents have been involved in the educational processes of their children, describes a program to promote parental involvement in the tutoring of their own children in the basic skills, and proposes a set of recommendations for those individuals involved in parental programs. (CM)

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THE CHALLENGE OF THE EIGHTIES

CONFERENCE REPORT

southeast conference on the education of hispanics

MAY 7-9, 1980

MIAMI, FL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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RC 01 2262

Southeast Conference on the Education of Hispanics

CONFERENCE REPORT

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August 1980

FORWARD

The following report includes a compilation of critical issues and recommendations as recorded by noted individuals who served as chairpersons and presentors for eight different panels which examined major topics of interest and concern.

This information was gathered and submitted to the Regional Office by Dr. Eduardo Padron, Academic Dean, Miami-Dade Community College, who served as the chairperson for the Miami Conference Planning Committee.

The information was then compiled and edited by Dr. Robert Macbeth, Coordinator for Hispanic Concerns, Division of Education Services, Region IV, Office for Educational Programs.

It is hopeful that the information presented in this report represents a fair interpretation of the conference findings and will be of invaluable assistance to those who share with us an interest in and a concern for the needs of the Hispanic community.

William L. Lewis
Regional Director
for Educational Programs

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SECTION I

Conference Report

(Proceedings, Southeast Conference on Education of Hispanics)

Southeast Conference on the Education of Hispanics

Southeast Conference on the Education of Hispanics was held at the Intercontinental Hotel in Miami, Florida on May 7-9, 1980. The theme was entitled, "The Challenge of the Eighties".

Co-Sponsored

The conference was co-sponsored by the hosting Office of Education Programs, Region IV, the Office of Hispanic Concerns, Washington, D.C., and the Miami Conference Planning Committee.

Participants

Approximately three hundred and forty-three (343) representatives of various organizations, agencies and institutions from local, state, regional and national entities participated in the Conference. The majority of participants were representatives of the eduational community within the southeast region; however, also present were representatives of state and local governments within the region, organizations and/or companies that provide educational services, special interest groups and interested individuals.

Prime Considerations and Concerns

The prime considerations of the conference agenda were as follows:

1. Regional Overview with Metropolitan Area Highlights which include such topics as:

    a. "The Atlanta Experience"

    b. "The Tampa Experience"

    c. "The Miami Experience"

    d. "The Hispanic Challenge in Small Cities"

    e. "The Migrant Dilemma"

2. Panel Presentations and Discussion to formulate issue conceptualizations and recommendations for identified areas of concern under such major headings as:

   a. "Removing the Barriers: Affirmative Action and Beyond"
   b. "Logistically and Culturally Relevant Program Delivery"
   c. "Juntos Pero No Revueltos - Meeting Special Needs"
   d. "The Role of Testing and Research"
   e. "The Role of Bilingual Instruction in the Education of Hispanics"
   f. "Access to Federally Funded Programs"
   g. "Parent and Community Involvement"
   h. "Politics and the Education of Hispanics"

Major Topices with Key Issues and Recommendations
Removing the Barriers: Affirmative Action and Beyond

1. Issue: Institutional preparedness to deal with Hispanic students identified the need to foster professional development for Hispanic faculty; particularly in non-traditional areas such as Bilingual Education, Latin American studies, Scientific studies, etc.

   Recommendation: Finanical aid be given to encourage students and faculty to specialize in non-traditional fields.

2. Issue: The untenable situation of Hispanics in the Dade County School system.
   Court order mandates desegregation of school staff on a black and white ratio basis which specifically ignores the Hispanics in Dade County; thus ruling out the hiring of Hispanic staff needed to implement Bilingual programs in the school system. However, Bilingual programs are mandatory by board action as well as OCR guidelines. Therefore, based on the number Of Hispanic students enrolled in the Dade County School System, the percentage of staff, both instructional and administrative, is inadequate to meet the needs of these Hispanic students.

   Recommendation: Programmatic needs be made a ruling priority in staffing of the Dade County schools so that the much needed Bilingual personnel may be hired to implement the Bilingual programs.
   Specifically recommends that when a court order and affirmative actions are in conflict that strong administrative action be taken to insure appropriate Hispanic representation at all levels including administrative, instructional and student support services.

4. Issue: Few Hispanics have actually been recruited for/or promoted in colleges and universities.
The consensus seemingly indicates that in some intitutions there has actually been a decrease.

Recommendations: More aggressive affirmative action programs be implemented. Hispanics be given preference for positions in the central administration which may require limited on-the-job training; and if lower-level, acceptance of applicant with established minimal qualifications. Institutional program policy be developed as part of the affirmative action program in order to ensure that those hired at a lower level would not remain there. A career ladder program should be implemented which would offer and describe ways in which lower-level employees can prepare and achieve promotion.

Linguistically and Culturally Relevant Program Delivery

1. Issue: Approximately 21,000 Cubans have arrived in Florida during the months of April and May, 1980. In total Florida is expected to receive 150,000 Cubans in the near future. There are neither resources, nor provisions to meet the needs of these students.

Recommendations: That the Cuban Refugee Act be reviewed or another type of provision be made to provide additional funds to serve the new Cubans arriving.

2. Issue: The only Materials Development Center funded through Title VII in the Southeast Region is the Spanish Curricula Development Center. This center will close this year. With Haitians coming everyday and the Cuban influx expected to be 150,000 this year we need to maintain a Materials Development Center in the Southeast Region.

Recommendations: A Materials Developement Center be maintained in the Southeast Region to address the needs of Hispanic teachers and students, and expand into the development of materials for other neglected languages found in the Southeast, such as Indochinese, Greek and Haitian-Creole.

3. Issue: For 21 years Cuban children have been deprived of experiences commonly shared by other children in the United States.

Recommendations: Resources (federal and state) be provided to the school systems recruiting these children, and provide the instructional support and psychological services they may need.

4. Issue: The need for expansion of the psychological services for the new Cuban refugees at the county level, in schools and in other community agencies. Jobs of Bilingual psychologists and counselors in Dade County and nationwide is recognized necessity.

Recommendations: More Bilingual professionals be trained. Develop a system to identify, accreditate and retrain those prospective Bilingual professionals among the new refugees.

5. Issue: In order to utilize the rich resource of foreign professionals, there is a need for guidelines concerning validation of foreign degrees for Hispanics who indicate an interest in becoming involved in educational process.

   Recommendations: Organize a task force to examine the issues and needs relevant to the validation of foreign degrees so that a set of general guidelines may be generated which would uniformly be applied across states. The activities of the task force would be focused on the education of Hispanics.

6. Issue: Developing and periodically up-dating a list of staff development issues, concerns, topics and consultants to address the same.

   Recommendations: That a clearinghouse be assigned in order that regional/ national banks be made available.

7. Issue: Formalized training be made available to parents, administrators, counselors and teachers.

   Recommendations: Strategies in which school district and institutions of higher education work jointly must be designed to achieve a quality staff development program. Certification in Bilingual education for teachers, paraprofessionals and administrators to improve the likelihood of success of Bilingual Programs in the southeast, and especially in Florida.

Juntos Pero No Revuelto - Meeting Special Needs

1. Issue: In response to the decision in Lau v Nichols, the Office of Education established a Task Force in 1975 to advise them regarding compliance with the Supreme Court's mandate. The Task Force developed a document called the "Lau Remedies", which have served as the basic Federal guideline for determining whether school districts are meeting the needs of language minority students. In the Spring of 1979, the Department decided to reunite the Lau Remedies for issurance as regulations which require publication in the Federal Register. This process has been delayed and immediate action must be taken to facilitate an effective implementation of programs dealing with linguistic minority students.

   Recommendations: That the Lau Remedies be printed in the Federal Register as regulations as soon as possible.

2. Issue: Lau Remedies. There is no protective authority in existence for Adult Bilingual or Bilingual Vocational Education.

   Recommendations: The Lau remedies be clearly stated and extended to cover the Adult/Vocational Education Programs.

3. Issue: There is a need to look at Hispanic education issues and how they affect public policy. Also a need to look at federal policies that govern programs serving Hispanics.

   Recommendations: Groups should be established in each region to provide public comment on all rules, regulations and pending legislation that affect Hispanics.

4. Issue: The Vocational Education Act and Adult Education Act provide one billion dollars a year to states and will be up for reauthorization.

   Recommendations: Hispanics should participate fully in the review and comment on the reauthorization of the Vocational Education Act, the Civil Rights Laws that affect it and the Advisory Committee appointed to those offices.

5. Issue: Bilingual programs for adults have not received much government support and the need for adult eduation grows more critical each day.

   Recommendations: The Department of Education collect, review and provide information on models, resources and options for Adult/Vocational Bilingual Education. OBEHLA have review and decision making authority over all printed information, RFP's rules and regulations, etc., that serve adults of limited English proficiency.

6. Issue: Information from the Federal level does not reach Hispanic communities and Hispanics are not included in most policy issues development.

   Recommendations: The Office for Hispanics Affairs be granted a staff with the purpose of providing information dissemination, technical assistance as well as providing other Department Offices with outreach assistance.

The Role of Testing and Research

1. Issue: Competency testing of Hispanic should be used for diagnosing rather than determination of competency for High School diploma. If used for the latter then legal action can result.

   Recommendation: That if there are exit criteria for handicapped students (deaf, blind etc.) then why not exit criteria established for students who have not mastered the English language.

2. Issue: There is limited research capacity among Hispanic individuals and communities.

   Recommendation: Federal government expand its efforts in the development of Hispanic educational researchers and its' support of Hispanic originated research.

3. Issue: Limited Awareness of policy process and issues among Hispanics.

   Recommendation: Government sponsor fellowships and internships in legislatures and courts and executives branch agencies.

4. Issue: Research conducted on Hispanics has not been favorable towards them - for example, research on Bilingual education has shown that it doesn't work rather than how to improve it.

   Recommendation: Provide funding or developing Hispanic researchers. Provide funding for Hispanic initiated research. Non Hispanics do not have enough experience in Hispanic culture to comprehend Hispanic philosophy and social and psychological behavior.

5. Issue: Hispanic Community involvement is most instrumental, moreso than the courts, in bringing about needed social changes, for example, in schooling.

   Recommendation: Provide the Hispanic Community with more information and support programs for incentives: The community possesses intellectual, other "Know-How" skills and languages often not possessed by Government officials or researchers or academicians.

6. Issue: Initiation of policy addressing needs and interest of Hispanics has generally been the responsibility of the Hispanics.

   Recommendation: Government at all levels take an active role in identifying issues regarding the Hispanic community and especially in identifying Hispanics who are the most appropriate for attending and formulating the issues. Give the Hispanic community funds for carrying out Parental involvement education programs.

7. Issue: Using the Diana VS California class action suit as a foundation, we need to consider placement of Bilingual students, utilizing instruments that were not designated to meet their linguistic and cultural needs.

   Recommendation: That if we are to be in compliance with PL 94-142 then instruments with local norms must be used to get an accurate measure of the needs of the Hispanic children prior to the development of I.E.P. (Individual Educational Plan.)

8. Issue: The LES/NES handicapped student until recently have not received much attention from Bilingual Educators. With 94-142 and the increasing numbers of LES/NES pupils, handicapped LES/NES pupils will appear in regular and Bilingual programs in greater numbers. Education in the U.S. is not ready for them. These are initial needs in the general areas of due process testing, personnel competencies and individual Education Programs.

   Recommendation: A national panel be authorized to identify and direct policy research in the four critical areas mentioned earlier. A master plan for the 80's should be designed in the intersection of Special Education and Bilingual Education.

9. Issue: Hispanics in Higher education.

   Recommendation: That Federal agencies (NIE, NIME, OE, etc.) allocate funds for the study of Hispanics in higher education. Development of model programs for the recruitment and retention of Hispanics at all levels of higher education; community colleges, state colleges, state colleges and universities. In addition to actively recruiting Hispanics for top echelon jobs in the above mentioned agencies.

10. Issue: The rate of drop out is greater among Hispanic students in colleges and universities than among the rest of the population. Ex. "Out of 34 % Hispanics students admitted to colleges and universities only 2% completed their degree." (Baron)

    Recommendation: More studies be conducted in the area of retention rate of Hispanics in Higher Education.

11. Issue: Lack of participation of the hispanic population in the political process (or civic participation)

    Recommendation: To develop and conduct political education and management seminars for hispanic educators, parents and students. (civic education)

The Role of Bilingual Instruction In The Education Of Hispanics

1. Issue: Current courses for the training of teachers for Bilingual education continue to be theoretical than practical. Teachers are disillusioned when the universities do not provide them with practical down-to-earth techniques, ideas or activities that they can immediately

apply in their classrooms, ESOL or language arts (Spanish-S) for example, or Bilingual curriculum content (social studies, science, math) in the home language and in English. Linguistics courses, for example dwell on aspects that have little applicability in the classroom.

Recommendation: That DOE and OBEMLA issue recommendation to all colleges and universities involved in training teachers for Bilingual education, so that such programs are practical, useful, and up-to-date, as well as attuned to the local needs of the community in which they operate.

2. Issue: Many states, including Florida, continue to drag their feet in Bilingual and ESOL teacher certification as well as legislation.

   Recommmendation: That DOE and OBEMLA issue statements of encouragement to SEA's and expedite competency-based Bilingual and ESOL teacher certification, as well as Bilingual legislation.

3. Issue: Standard Procedures for teachers preparation and certification. We have been trying to solve the problem without being trained ourselves. The lack of training of personnel in bilingual education is a problem.

   Recommendation: That the proper educational official (at national, state, and local levels) promote standardization in the academic curricula as well as in the Department of Education dealing with the certification the requirements for being a bilingual-bicultural teacher.

4. Issue: The Spanish teacher is often ill prepared in literature and cultural aspects of the Spanish language, thus diffusing igonoronce where enrichment and personal satisfaction should be the outcome for the Bilingual students.

   Recommendation: That to be certified as a Spanish Bilingual teacher the candidate be required to take as a requirement Spanish culture and history of the Spanish language.

7. Issue: As a result of the Education Accountability Act of 1976 all students in Florida schools must take the State Assessment Tests in grades 3, 5, 8 and 11. These tests are based on the Student Minimum Performance Standards. These standards are incorporated in the regular school curriculum, but sometimes the Bilingual curriculum does not parallel the regular school curriculum. As a result, the students in these Bilingual programs are not taught all the skills required to pass the State tests.

   Recommendation: That the Student Minimum Performance Standards be incorporated in the curriculum of all the Bilingual programs in the State of Florida.

8. Issue: Florida State Assessment Program Minimum Standards and Competencies for grades 3, 5, 8, 11 in basic communication and mathematic skills.

Recommendation: That those Minimum Competencies should be incorporated in the everyday program implementation of the ESOL and the Spanish components in Bilingual Education in the Southeast region. The Spanish program in Dade County has been developed for the teaching of parallel skills to those which are being taught in the mainstream programs in English. More statewide implementation is necessary.

9. Issue: The problems of rejection of intruders, feelings of insecurity increased by inability to communicate in English, by popular comments, prejudice, etc., confronting incoming refugees into public school systems need immediate solution.

   Recommendation: That critical analyses be made for social emotional profiles of natives and newcomers. Immediate assistance program for the native inhabitants offer necessary security for adequate acceptance and development of strategies for the adjustment of children, adolescents and their family needs to be established. Immediate assistance of socio-psychological education programs for the adjustment of refugees and to neutralize the impact of the situational problem that could develop in a long term psychological impairment of personality. (Utilization of Ecological Psychology as a framework, EOE procedures).

10. Issue: The wider creation of college-level Bilingual programs for subject content and ESL instruction has been highly neglected.

    Recommendation: That the new Department of Education allocate funds for basic college-level Bilingual education programs. (Aside from teacher training).

11. Issue: There is no center in this region for the creation of college-level subject content curricular materials in the Spanish language.

    Recommendation: That funds be allocated for these purposes due to the significant growth of post-secondary programs in this region.

12. Issue: Current state legislation is not in line with federal legislation.

    Recommendation: Insure that SEA's programs are in compliance with Federal regulations and stipulate the same requirements.

13. Issue: School districts are complying with requirements regarding the education of national origin students only because it is mandated. The decision was based on a Civil Rights issue.

    Recommendation: Continue documenting the successes in Bilingual education to reinforce the pedagogical justification for these programs. Utilize change strategies to develop school district capability to successfully implement the innovation (Lau plan).

14. Issue: Bilingual Education is something used as a proxy and inflates the cost to bring needed resources to a school district. However, this inflates the cost of bilingual education and is not a true cost.

    Recommendation: Figures on the true cost of Bilingual Education be conducted to validate similar studies in Texas and Colorado and this be used to request categorical funding.

15. Issue: Hispanics have been underserved in the past, consquently still have large numbers of LESA students in grades 4-12 which also need services regardless of state legislation.

    Recommendation: That serve all students who need it.

Access to Federally Funded Programs

1. Issue: In response to the decision in Lau v. Nichols, the Office of Education established a Task Force in 1975 to advise them regarding compliance with the Supreme Court's mandate. The Task Force developed a document called the "Lau Remedies". which have served as the basic Federal guideline for determining whether school districts are meeting the needs of language minority students. In the Spring of 1979, the Department decided to reunite the Lau Remedies for issuance as regulations which require publication in the Federal Register. This process has been delayed and immediate action must be taken to facilitate and effective implementation of programs dealing with linguistic minority students.

    Recommendation: That the Lau Remedies be printed in the Federal Register as regulations as soon as possible. Better information and recruitment of Hispanics should be develped to keep the Hispanic community abreast of the opportunities available to them within their area of expertise. Also, the Civil Rights designation of minorities should include both white and black Hispanics.

2. Issue: Address the community needs in the CETA programs according population in order to meet educational, cultural and skills needs of the Hispanics.

    Recommendation: The CETA consortion must provide a more proportioned share of money to meet the Hispanic needs of each community.

Parent and Community Involvement

1. Issue: In response to the decision in Lau v. Nichols, the Office of Education established a Task Force in 1975 to advise them regarding compliance with the Supreme Court's mandate. The Task Force developed a document called the "Lau Remedies", which have served as the basic Federal guideline for determining whether school districts are meeting the needs of language minority students. In the Spring of 1979, the Department decided to reunite the Lau Remedies for issuance

as regulations which require publication in the Federal Register.

This process has been delayed and immediate action must be taken to facilitate an effective implementation of programs dealing with linguistic minority students.

Recommendation: That the Lau Remedies be printed in the Federal Register as regulations as soon as possible.

2. Issue: The Education of Hispanic parents who have children in the school system.

Recommendation: The Bilingual Education Office in Washington, D.C. should fund those programs that train parents in the mastery of basic skills.

3. Issue: The structures, especially PTA, through which the school system has attempted to involve Spanish speaking parents are "Anglo" structures.

Recommendation: Structures need to be changed to have meaning to the Latin culture. Mass media, flyers and letters are good, but there is a need for a person-to-person outreach program to really get Spanish parents involved.

4. Issue: Are Hispanics considered to be "minority" persons according to law? What distinguishes Hispanics from the "white majority"?

Recommendation: Legal proceedings be instituted so as to have Hispanics declared a legal "minority".

5. Issue: A sense of ownership in the school system.

Recommendation: Hispanic parents get more involved and develop a since of ownership. School system develop methods to tell people that they are needed and that their imput can make the difference. Hispanic parental participation be recognized in the implementation of educational programs at all levels before they are funded.

Politics and Education of Hispanics

1. Issue: The basic issue involves the development of a global educational thrust to broaden educational perspectives and opportunities for all Bilingual students.

Recommendation: Mass media can play a definitive role in providing Hispanics with greater visibility, a greater voice and expression of need. Careers leading to global involement in all facets of International Life serves as a base for our greater participation in world affairs.

2. Issue: Educational force is today based on myobic notions, on parchial

structures that instill loal and regional survivability schemas rather than on issues and opportunties that exist in the world arena of activity.

Recommendation: That more time be devoted by experts to discuss plans and develop a broadened educational perspective.

3. Issue: Hispanic Education reauthorization. The Hispanic Higher Education Coalition identified major issues facing Hispanics in higher eduation: Access, retention, professional development, institutional representation.

Recommendation: The conference freely support the legislation recommendations of the Hispanic Higher Education Coalition submitted to Congress in 1979 & 1980.

4. Issue: That Hispanic professionals become involved in federal education reauthorization, particulary Bilingual Education reauthorization of 1983.

Recommendation: That along with other interested Hispanic organizations organizations develop a task force to study and establish policies for legistative recommendations in 1983 for Bilingual Education.

5. Issue: Lack of awareness among government officials and community leaders of segregation trends in the national Hispanic school population.

Recommendation: That office of Civil Rights in the Department of Education and the commission on Civil Rights sponsor a series of briefings and conferences throughout the country of federal, state, local and community leaders on the extent and the implications of these segregation trends.

6. Issue: Lack of research (other than the Aspira study) on Hispanic school segregation.

Recommendation: The National Institute of Education sponsor a research completion on Hispanic school segregation.

SECTION II

Hispanic Concerns

(Paper presented to Secretary Hufstedler)

HISPANIC EDUCATIONAL CONCERNS

Presented to
The Honorable Shirley M. Hufstedler
U. S. Secretary of Education

Miami, Florida
February 7, 1980

Meeting with the Honorable Shirley M. Hufstedler

PARTICIPANTS

Dr. Gilberto Cuevas
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Dr. Maria C. Hernandez
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February 7, 1980

Miami, Florida

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HISPANIC EDUCATIONAL CONCERNS

ISSUE NO. 1 - HISPANIC ADVISORY BOARD TO THE U.S. SECRETARY OF EDUCATION

The complexity of the educational needs of the ever growing Hispanic population makes it imperative that these needs be considered separately from those of other groups. A direct line of communication between the Secretary of Education and a reparesentative group of the Hispanic communities needs to be established.

RECOMMENDATION - That an advisory board composed of representatives from the major Hispanic groups in the United States be appointed to serve directly in an advisory capacity to the Secretary.

ISSUE NO. 2 - HISPANIC REPRESENTATION IN THE DEPARTMENT OF EDUCATION ADVISORY BOARDS/COUNCILS/COMMITTEES

The lack of representation of various Hispanic groups and specially Cuban-Americans in advisory boards, councils, and committees of the Department results in inadequate educational programs to meet the needs of these groups.

RECOMMENDATION - That the Secretary of Education insures appropriate representation of all major Hispanic groups, specially Cuban-Americans, in all advisory bodies in the Department.

ISSUE NO. 3 - AFFIRMATIVE ACTION IN REFERENCE TO HISPANICS

Hispanics, and specially Cuban-Americans, are severely underrepresented at all levels in the Department of Education.

RECOMMENDATION - That the Secretary insure the implementation of affirmative action to insure Hispanics at all levels in the Department, and mainly in decision-making positions.

ISSUE NO. 4 - THE ROLE OF ADVOCACY OFFICES IN THE DEPARTMENT OF EDUCATION

The present five advocacy offices in the Department of Education are not directly responsible to the Office of the Secretary. For advocacy to be effective and to have a real impact in the overall structure of the Department, these offices should be as close to the Secretary as possible.

RECOMMENDATION - That the Secretary make the Department's advocacy offices directly responsible to her Office to maximize on the effectiveness of these offices.

ISSUE NO. 5 - DEPARTMENT WIDE POLICIES AFFECTING MINORITY LANGUAGE GROUPS

Currently, the estimated population of the Limited English Proficient (LEP) persons in the United States is approximately 28 million. Of these, an estimated 3.6 million are of school age. Census Bureau reports show that these populations are on the increase, and that their rate of growth is rapid. Federal funding has failed to meet the increased needs of these linguistic minorities. While the Department administers programs using bilingual education approaches to meet the needs of these minorities, it is our concern that too few programs recommend this approach for serving populations of limited English proficiency.

RECOMMENDATION -

- That a uniform Departmental language policy be written for all programs that eliminates the deficit compensatory philosophy and instead reflects an attitude of respect for cultural and languge diversity;

- That the Department allocate the necessary S&E resources to help programs serving minority language populations in meeting their legislative mandate effectively;

- That the Department hire people at all levels who are philosophically supportive, knowledgeable, and sensitive to the needs of minority language pouplations;

- That the Department demonstrate leadership supportive of equal educational opportunities through a strong Civil Rights enforcement posture to include the rights of children, adults, and parents; and

- That Department efforts in the evaluation of programs for minority language populations be adequately designed to be sensitive to program objectives, to populations served, and to appropriate techniques that will render reliable information on program effectiveness.

ISSUE NO. 6 - THE ROLE AND AUTHORITY OF THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGE AFFAIRS, (OBEMLA)

Programs should be consolidated within a centralized program operation when they serve the same populations, they utilize common resources, the are discretionary in nature, and, in general, have common objectives. Furthermore, such program centralization would assure a comprehensive, efficiently coordinated and cost-effective approach to meeting the needs of minority language populations in the nation. Additionally, it will assure a centralized management information system.

ISSUE NO. 6 (continued)

Policy coordination will assure (a) uniform interpretation and implementation of policy, (b) maximum utilization of resources, (c) utilization of program information, (d) accountability in program administration, and (e) a more responsive evaluation process.

RECOMMENDATION -

- That OBEMLA directly administer the following programs:

  a) ESEA Title VII
  b) Bilingual Education Vocational Education
  c) LAU Centers
  d) International Education/Foreign Language Education
  e) Ethnic Heritage
  f) Title IV, CRA direct grants to SEA's and LEA's for LAU compliance

- That OBEMLA have policy coordination for all programs within the Department that have legislative mandates to serve the minority language populations;

- That the position of Director of OBEMLA be upgraded to Assistant Secretary for Bilingual Education and Minority Language Affairs to assure commensurate authority necessary to implement the Secretary's policy;

- That the Head of OBEMLA have sign-off authority on all rules and regulations, state plans, and grants and contracts which impact on minority language populations;

- That the Department require assurances from all applicants that the needs of minority language populations have been addressed in the appropriate manner.

- That the Department require assurances from all applicants that the needs of minority language populations have been addressed in an appropriate manner.

ISSUE NO. 7 - LAU REMEDIES

In response to the decision in Lau v. Nichols, the Office of Education established a Task Force in 1975 to advise them regarding compliance with the Supreme Court's mandate. The Task Force developed a document called the "Lau Remedies", which have served as a basic Federal guideline for determining whether school districts are meeting the needs of language minority students. In the Spring of 1979, the Department decided to reunite the Lau Remedies for issuance as regulations which require publication in the Federal Register. This process has been delayed and immediate action must be taken to facilitate an effective implementation of programs dealing with linguistic minority students.

RECOMMENDATION - That the Lau Remedies be printed in the Federal Register as regulations as soon as possible.

ISSUE NO. 8 - NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

The National Clearinghouse for Bilingual Education was mandated and created by the National Institute of Education. The conceptualization, development and implementation of the scope of work proposed for the first three years has been met with great success. The contract expires on June 30, 1980.

RECOMMENDATION - That because of the high investment on the part of the Federal Government and in the best interest of the bilingual community, as well as in order to ensure continuity, the present contract should be extended for two or more years. If this is not possible, the new Request for Proposal should be issued no later than March 1, 1980, allowing two months for proposal preparation and two months for proposal review, negotiation and award. The contract should be awarded no later than June 30, 1980. The Clearninghouse should be refunded at least at its present level of funding plus a ten percent inflation factor. Thus, it is recommended that a minimum of 2.1 million dollars per year be allocated to the Clearninghouse. The Office of Bilingual Education will be providing one million dollars as mandated by Congress in the appropriation law. It is incumbent upon the National Institute of Education (NIE) to allocate the additional resources. Since NIE is the leading agency for the Clearninghouse, NIE should make the large investment. The new contract should be for no less than five years.

ISSUE NO. 9 - CERTIFICATION FOR BILINGUAL EDUCATION

The credibility of bilingual program components will not be firmly established until appropriate certification requirements provide for the professional status that other areas of education now have.

RECOMMENDATION - That the Department of Education encourage state educational agencies to establish certification requirements that will insure professional excellency in all components of bilingual education.

ISSUE NO. 10 - REECOGNITION OF FOREIGN DEGREES

The talents, skills, and expertise of many new Americans with professional degrees from accredited foreign institutions are being wasted because of lack of recognition in order to be eligible for instructional, administrative and other professional positions in education.

RECOMMENDFATION - That the Department of Education issue guidelines and recommendations for a systematic convalidation of credentials which recognize the credibility of the foreign institution that has awarded the degree.

ISSUE NO. 11 - TITLE I AND OTHER PROGRAMS FOR THE DISADVANTAGED

The present interpretation and implementation of programs such as Title I and Migrant Education frequently exclude the participation of Hispanic children. The specific linguistic and socio-cultural needs of these children are totally ignored in such programs.

RECOMMENDATION - That all programs designed to meet the needs of the disadvantaged be reviewed so that their benefits may be extended to Hispanic children.

ISSUE NO. 12 - HISPANIC DROP-OUT RATE IN HIGH SCHOOL

The drop-out rate for Hispanic students in high schools nationwide is almost 50%.

RECOMMENDATION - That the Secretarty initiate special programs to assure Hispanics grduate from high school.

ISSUE NO. 13 - EMERGENCY NEED FOR ASSISTANCE IN THE EDUCATION OF REFUGEES IN THE MIAMI AREA.

The Cuban Refugee Program funds which are now on a phase-out program have been used for the past 19 years in the education of all limited English proficiency students, not only Cubans. There is an increasing number of Haitians, Vietnamese, Russians, Arabs, in addition to many Hispanic groups such as Nicaraguans, Colombians and others. The constant influx into the classroom of totally non-English speaking students creates a very definite hardship in all schools which must be resolved by having sufficient funds to allocate special teachers immediately to schools demonstrating such need. The present local resources are totally inadequate to meet this emergency.

RECOMMENDATION -

- That the phase-out of Cuban Refugee Program be reconsidered in the light of present situation;

- That a more comprehensive refugee education assistance program be established immediately to include all national groups of limited English speaking proficiency students at all grade levels, K through adults.

SECTION III

Hispanic Parents and the School

(Paper presented by Arturo T. Rio, Florida International University
at the Southeast Conference on Education of Hispanics
Miami, Florida)

"HISPANIC PARENTS AND THE SCHOOLS"

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HISPANIC PARENTS AND THE SCHOOLS

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PURPOSE

The purposes of this paper are:

1. to present an overview of the extent to which Hispanics have been involved in the educational process of their children,
2. to outline a program aimed at promoting Hispanic involvement in a specific area -tutoring their own children in the basic skills (mathematics, reading and writing), and
3. to propose a set of recommendations for those individuals involved in parental programs.

INTRODUCTION

Although the history of American education is rooted in the community and the home, the complexity of modern education has destroyed the ties between the school and the home. At the present time there is much confusion with reference to the role of the school. A renewed partnership between the home and the school may help define the future direction of public education in America (Ira Gordon, in Gordon and Breivogel, 1976, Ch.1)

The period of separation between the home and the school which educators witnessed over the past several decades is coming to an end as a result of a recent turnaround, which is manifested by a new surge of interest in home-school relations. Parental involvement is a renewed development in modern American education, not a new phenomenon. The 1976 National Conference on Parental Involvement referred to this trend as a "turning point in the history of education."

A number of major national research studies have identified the home as a critical factor associated with academic achievement in school. The major studies in this area are those of Benjamin Bloom (Stability and Change in Human Characteristics, 1964); James Coleman et al. (Equality of Educational Opportunity, 1966); Christopher Jenks et al. (Inequality: A Reassessment of the Effect of Family and Schooling in America, 1972). The research of Wilbur Brookover and his associates on school climate

has also indicated the importance of the home in academic achievement.

A publication of Center for the Study of Parental Involvement (1976) states that although a "tremendous amount of information" exists on parental involvement, this body of knowledge remains "unshared and unapplied" (p. 1). A review of the literature supports that observation. At the same time there is little research evidence to substantiate the literature on parental involvement. The overwhelming majority of "research" (program evaluations) suffers from serious methodological flaws.

PARENTAL PARTICIPATION

Federal programs have attempted to link the home and the school in an effort to promote academic achievement (Gordon, 1976). Parental involvement formally became a national movement with the advent of the Head Start program. Other federal programs followed (e.g., Follow Through; and programs in migrant, bilingual, and special education). It may be noted that most of these programs were aimed at attracting parents of pre-school and K - 3 children.

Many HIspanic parents have and are being "recruited" by schools as a result of the Bilingual Education Act of 1974 mandate that parents be consulted before a grant application is filed and after the application is approved. Often times this has meant nothing more than obtaining the signatures of a few individuals sympathetic to school administrators, and has not always led to parental involvement.

Parents of so-called "mainstream" students have participated marginally in a token capacity in PTA/PTO groups. For the most part, these associations or organizations constitute a very small minority of all parents of children enrolled in a particular school. Cerda and Schensul (1979) point out that "although the advisability of involving parents in educational issues is widely recongnized, in many cases recognition of the concept has generated little else beyond a great deal of talk" (p.15).

HISPANIC PARENTAL INVOLVEMENT IN EDUCATION

There is considerable evidence to suggest that parental involvement in the education of their children contributes significantly to students' academic progress and school adjustment. There is also ample evidence which indicates that Hispanic parents of public school students in the United States have not become involved in American schooling practices. This is true for the major Hispanic groups throughout the nation.

The situation in Dade County. Florida, is no exception. Dr. Ernesto Ramos, Consultant for the Parent Education Programs of Dade County Public Schools reviewed the data on parental participation by ethnic group. He found that Hispanic parents showed a significant lack of participation and membership in PTA/PTO and Citizen Advisory Committee rosters, and were virtually not represented as officers in those organizations. The investigation by González-Pando revealed that school principals, counselors, teachers, and State of Florida officials also expressed concern about the lack of involvement among Hispanic parents in public education.

Parents interviewed with reference to their lack of participation in school activities stated that it was due to linguistic and cultural barriers. Dade County, Florida, has been designated a "bilingual community" by its commissioners. The dominant language among its 400,000 Hispanics is Spanish due to the fact that most adults are first generation immigrants from Cuba and Central America. This presents a problem of communication between the Hispanic parents and the predominantly Anglo school officials and personnel which may lead to fear, and feelings of inadequacy or incompetence on the part of non- or limited-English speakers. Dade County Public Schools' "Ethnic/Racial characteristics of Pupils and Staff" (March 1979) reaveals that although Hispanics constituted over one-third of the student population (37.3%) only 8.9% of the administrative staff and 11% of the instructional staff was classified as Hispanic.

From a cultural point of view it has been argued that there are significant differences in perception of the parental role in education between Dade County Hispanics and non-Hispanic Americans. Our own work with Hispanic parents suggests that most can be described at best in marginal terms in relation to the mainstream of American society. This is particularly the case among persons of low socio-economic and educational backgrounds. Many parents express feelings of ignorance, inadequacy, and powerlessness with reference to their children's schooling. Others may feel they are either not welcome in schools or that they would interfere with their children's educational future were they to intervene in school concerns and activities.

The majority of parents would like to help their children with school work but feel helpless due to lack of knowledge about American education, and limited availability of (bilingual) materials which are specifically prepared for parents to be used at home. Some parents may not feel they are qualified to formally teach or tutor their children.

THE PARENTS CAN BE TUTORS PROGRAM: a model/demonstration project (Title VII) in Hispanic parental involvement representing a joint cooperative relationship between Dade County Public Schools and Florida International University.

BACKGROUND

In 1976 the legislature of the State of Florida passed the Educational Accountability Act as a result of public concern over the academic competence of high school graduates. In April 1977 the Florida State Board of Education adopted minimum student performance standards in mathematics, reading and writing for grades 3, 5, 8, and 11. Four separate State Assessment Tests were constructed to measure minimal competencies in each of the three areas. The first state-wide administration of these tests took place in October 1977.

A student who does not master all objectives (skills) on the test must demonstrate skill mastery by the end of the academic year if he/she is to be promoted to the next grade level.

The 1978 - 1979 State Assessment Test results by racial/ethnic categories revealed that approximately one-third of the Hispanic student population who took the test at the four grade levels failed to master all objectives. The majority of Hispanic students in Florida attend the Dade County Public schools which is the fifth largest educational system in the Nation. There are approximately 75,000 Hispanic students presently enrolled in that system, the majority of which are of Cuban origin.

Grade promotion data for 1978 - 1979 indicated that a significant number of Spanish-surnamed students were retained at grades 3 (12%), 5 (13%), and 8 (17%). Miguel González-Pando, Director, Division of Latin Affairs, Florida International University, conducted preliminary research on the scores of Hispanic students on the State Assessment Test, and developed a plan aimed at remediation of academic deficiencies. From this plan a proposal was formulated and submitted to the Bilingual Education Program (ESEA, Title II) in 1979. The proposal was entitled "Parents Can Be Tutors."

PROGRAM GOALS AND OBJECTIVES

The primary goals of the Parents Can Be Tutors program are 1) to train parents in home-based academic tutoring of their children in the three areas of basic skills covered in the State Assessment Test (mathematics, reading, and writing), and 2) to increase parental participation in the educational process of their children.

Programmatic intervention aims at:

1. Increasing parents' knowledge of the educational system in the U.S. and how to relate to this largely foreign bureaucratic system.
2. Assisting parents in becoming actively involved in factors which affect their children's education. This is a process of attitude change in role perception and encouragement to take an active role in the activities of the school.
3. Providing parents with concrete methods and bilingual materials which they may use at home with their children.

PROGRAM DESIGN

Sample:

The Hispanic population of Dade County, Florida is concentrated in the Central and South-Central sections. In this vicinity, it is common to find elementary and junior high schools whose Hispanic student populations range from 70% to 99%. Six schools were selected from this area (four elementary and two junior high). The socioeconomic level of the families of students in the selected schools was primarily upper-lower and lower-middle class. In over two-thirds of the cases both parents worked outside the home.

School principals were contacted and lists of third, fifth and eighth graders were obtained with corresponding scores on the State Assessment Test. Those students who failed to master two or more skills in each of the three basic skills areas (mathematics, reading, and writing) were identified. These students' parents were sent a letter signed by the principals and project director describing the program and inviting them to participate. Letters were followed-up by phone calls from Parents Can Be Tutors staff and university student assistants. A total of approximately 250 parents volunteered to participate.

Schedule of Activities

Six evening sessions (7:00 - 9:00 P.M.) were scheduled during six consecutive weeks. Each session covered a specific topic, as follows:

1. Introduction; The State Assessment Test; American educa-

tional philosophy and practice.

2. Parenting and study skills.
3. Tutoring in mathematics.
4. Tutoring in reading.
5. Tutoring in writing.
6. Parental Participation in Schools; Community Social Service Agencies; Closure; Awards.

Materials

A series of ten bilingual (Spanish-English) Manuals in basic skills and Parenting skills was developed by Parents Can Be Tutors staff prior to program implementation (see Appendix). Booklets were utilized during the parent training sessions and parents took these home to assist their children with the exercises contained within them.

A Community Social Service Agency list was also developed by the staff. This was distributed and discussed at the last session.

Results

The program is still in the stage of implementation. Program staff is presently consulting with teachers on the academic progress of the students in the program and maintaining contact with parents on a follow-up basis via telephone. Meetings with parents, when necessary, are arranged at school.

The ultimate success of the project will be determined by the

the degree to which students in the program are promoted to the next grade level. Grade promotion data will not be available until mid June.

With reference to parental participation, measures are being taken to determine the degree to which parents participating in this project have become involved in the following activities:

1. Parent-teacher-principal-counselor conferences,
2. Attendance at PTO/PTA meetings,
3. Involvement in Parent Advisory Committees,
4. Involvement in School Volunteer Programs,
5. Attendance at school sponsored activities, (sports, plays, dinners, festivities, intercultural events, holiday program).
6. Number of hours spent tutoring, and
7. Attendance at Parents Can Be Tutors Training Sessions.

Formal evaluation of the program for the year will begin in June. The data that are presently available in terms of student progress reports indicate that students in the program have improved grade point averages since implementation of the program and are progressing in mastery of skills at a faster rate than comparable students not enrolled in the program. A final evaluation report for the year will be submitted to the Office of Bilingual Programs in October 1980. From a research pers-

pective, the program aims to determine the extent to which academic achievement is related to parental intervention in specific homework activities. Reports from parents, teachers, and principals have been very encouraging to the staff. Plans are being made to develop a bilingual basic skills exercise bank during the summer months in cooperation with teachers in the target schools, and to implement the program at an earlier date the next academic year.

RECOMMENDATIONS

The U.S. Office of Education has contracted with the System Development Corporation to evaluate federally sponsored parental involvement programs throughout the country. In a recent preliminary report (S.D.C., 1979) the evaluators state that "at the present time it is not possible to specify unequivocally the forces that help or hinder parental involvement, nor the outcomes of parental involvement activities" (p.4). It is hoped that the evaluation report (expected date of publication: Nov. 1980) will provide direction in the planning and implementation of programs in the future.

The following recommendations are with reference to Hispanic parents and are based on the existing literature and the experience of the Parents Can Be Tutors staff.

I. Contrary to the belief of many school administrators, the Hispanic community is very concerned with the educational experiences of their children.

Hispanic parents have been a largely untapped resource in

education. It has been shown that they are receptive to participation when approached in a warm, personal, positive, and supportive way. Parental reception approaches should deal with the feelings of fear, frustration, and alienation in relation to the American educational system. Parents must feel welcome at their children's school.

II. Parents must believe that what they are doing is meaningful and will contribute to their child's social and intellectual development.

III. The staff of a parent training program must be functionally bilingual and possess outstanding cross-cultural communication skills in order to relate to parents and school personnel.

IV. Before a program of this type is implemented in a school it is imperative to have a good relationship with a principal who has shown a committment to parental involvement in education. The support of the principal in this type of program is critical in all stages of activity.

The majority of educational administrators are burdened with bureaucratic tasks and most often do not have the time and/or resources to efficiently coordinate parental involvement programs.

There is a need for at least one parent coordinator/trainer at each school building who receives the assistance of renumerated community aids or volunteer parents.

Every effort should be made to obtain the cooperation of parent organizations at each school. Volunteers may assist in recruiting and reminding, and encouraging parents.

V. Parents are more likely to participate to the fullest extent if they receive practical information and learn skills which are readily applicable at home. What we see happening is that most parent involvement programs lack the specificity of purpose required to maintain ego-involvement. As a result, there are often high participant turnover and dropout rates. When parental involvement is directly related to the child's developmental welfare, the turnover and dropout rates will be attenuated. Identifying student achievement and the quality of the parent-child relationship as central concerns of a parent involvement program serves to maintain motivation and interest. Efforts aimed at parental participation for its own sake in non-relevant activities (e.g., doll-making, basket-weaving, dance, music, string-beading, flower arranging) should not become major programmatic components.

VI. Programs should be based on a concrete approach aimed at increasing the level of academic achievement as measured by commonly accepted psychoeducational instruments. Prof. Grant Von Harrison (Brigham Young University) believes that home tutoring should be structured. Parents should

be taught specific procedures and techniques on how to use materials. The staff of Project H.E.L.P. (Home Educational Learning Program) at Benton Harbor, Michigan suggest that skills to be mastered at home should be prioritized.

On this particular point Mattox and Rich (1978) have stated: "The data indicates that families are interested in getting involved in their children's education when the home activities are specific, practical, and centered on mastering the basic skills objectives" (p. 13, Michigan State University Publication). The Parents Can Be Tutors experience supports this hypothesis (Rio, 1980).

VII. A clear sociocultural description of the community must be outlined before a parent involvement program is designed. Ochoa (1979) provided a comprehensive model which is realistic and applicable in most communities. It is suggested that a person involved in the planning and/or implementation of a Parental Involvement Program consult this reference for the methodology. In the article Ochoa also presents a theoretical and structural (but yet practical) approach to Parental Involvement program planning and implementation.

VIII. If participants are Spanish-dominant and most do not have command of the English language parent training sessions should be conducted in Spanish. Unnecessary translation is distracting and often disturbing to participants and parent coordinators.

IX. While training sessions are taking place it is suggested that the school provide tutorial and child-care services for children who accompany parents.

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